Supplemental Materials

Supplementary Table 1: Pre-training assessments by condition. Raw scores are reported as Mean (SD). WJ: Woodcock-Johnson, WISC: Wechsler Intelligence Scale for Children.

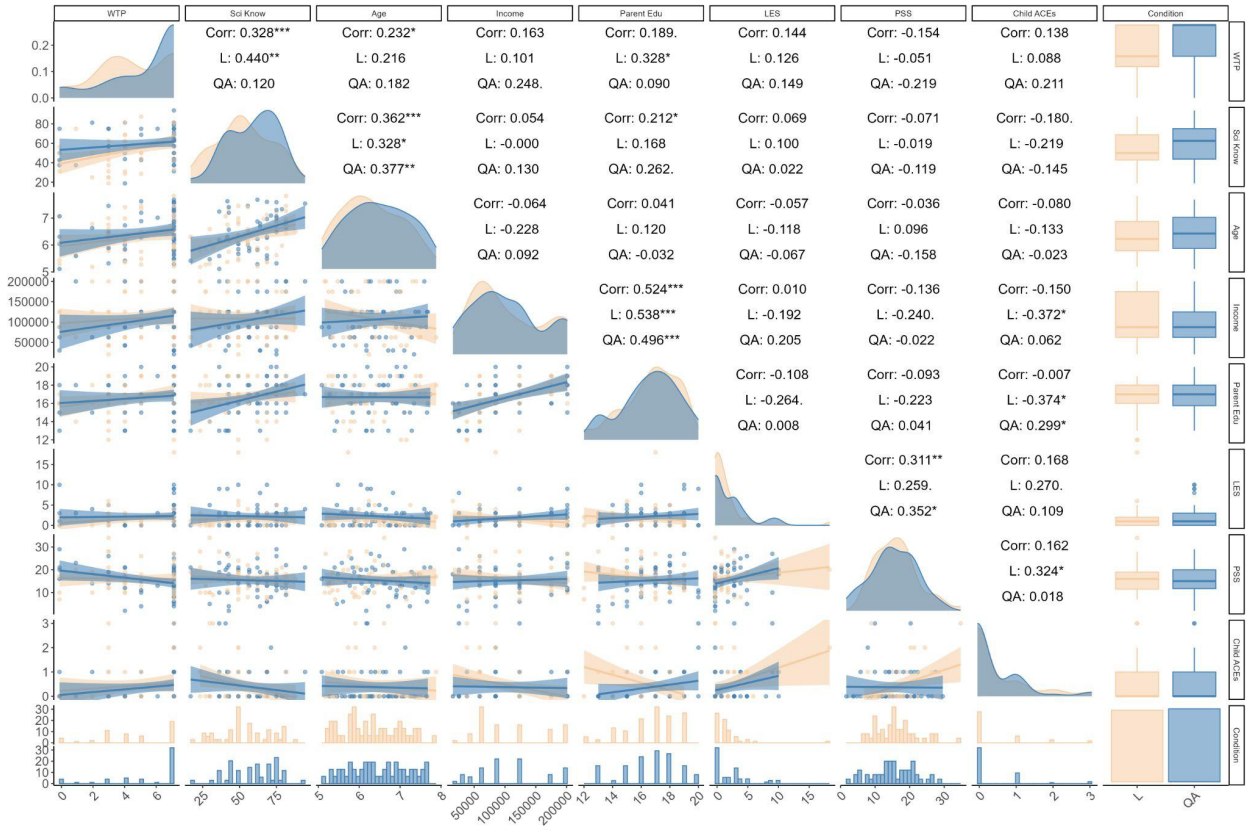
	Listening Condition	Question-Asking Condition
WJ Science	15.3 (3.4) *n* = 51	16.7 (3.9) *n* = 52
WISC Vocab	17.7 (4.5) *n* = 51	20.4 (6.3) *n* = 52
WISC Matrix Reasoning	13.3 (4.0) *n* = 51	14.1 (4.3) *n* = 52
WISC Digit Span	17.5 (5.4) *n* = 51	17.5 (5.3) *n* = 52

Supplementary Table 2

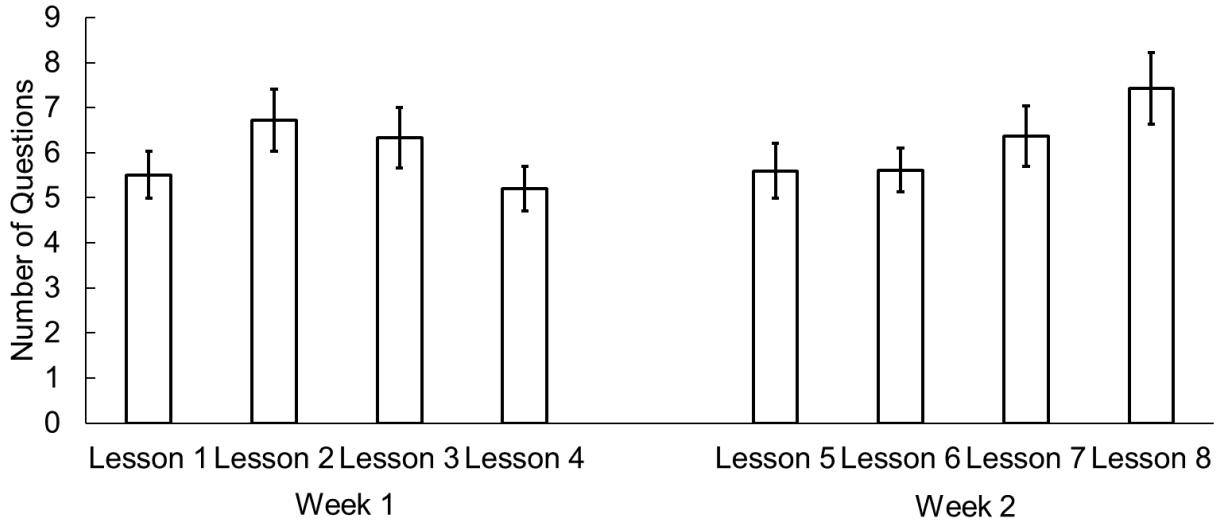
Results of Pre-Registered t-Tests for Curiosity and Learning Measures, by Condition

	Mean for Listening Condition	Mean for Question-Asking Condition	Difference	t(df)	p-value
Willingness-to-pay	4.57	5.48	0.91	2.05(101)	.022
Novel questions	3.18	3.21	0.04	0.07(101)	.472
Exploration	1.55	1.34	-0.21	0.60(79)	.726
Science knowledge	53.81	59.88	6.07	1.81(101)	.073
Persistence	136.03	125.53	-10.49	0.67(101)	.503

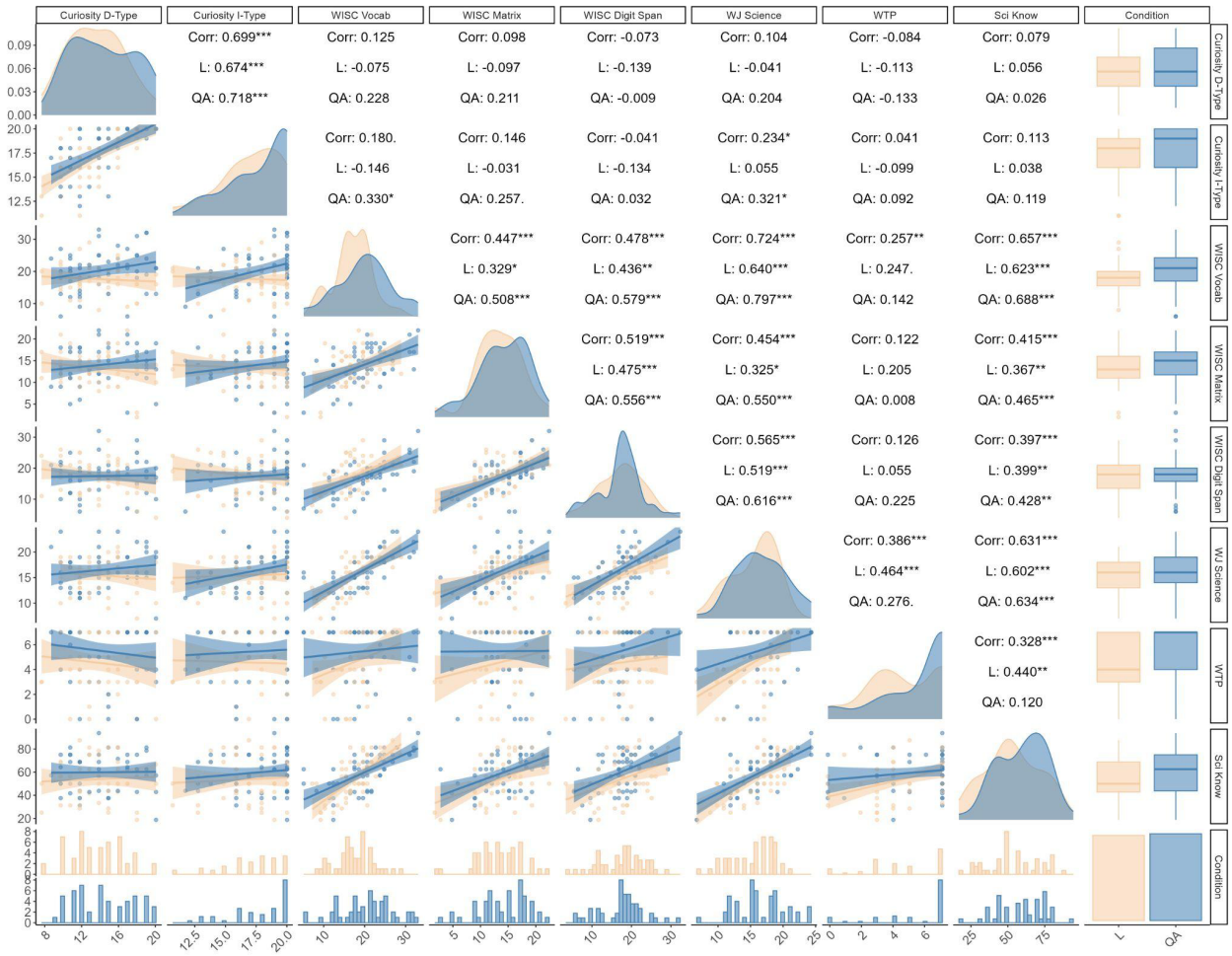
Supplementary Figure 1: Spearman correlations among demographics, stress measures, science learning, and willingness-to-pay by condition. We found no moderations of the condition effect on willingness-to-pay or science learning by demographics or stress exposure. All correlations are provided to fully report associations among these variables. WTP: Willingness-to-Pay task; Sci Learn: Science learning; Age (years); Income (dollars per year); Parent Education (average parent education in years), LES: Life Events Scale for Young Children stress in the past year; PSS: Perceived Stress Scale; ACEs: Child Adverse Childhood Experiences scale. QA: Question-asking (dark blue), L: Listening (light orange). * $p < .05$, ** $p < .01$, *** $p < .001$ uncorrected.

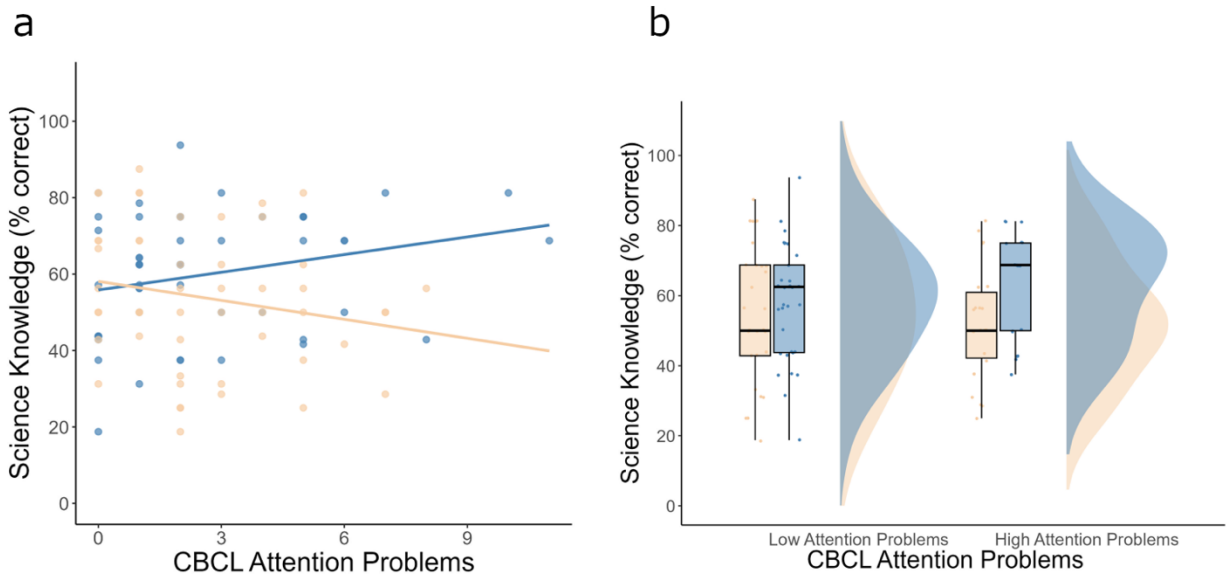


Supplementary Figure 2. Number of relevant questions asked by children in the question-asking condition, by lesson number.



Supplementary Figure 3: Spearman correlations among baseline cognitive skills, science learning, and willingness-to-pay by condition. D-Type: deprivation-type epistemic curiosity; I-Type: interest-type epistemic curiosity; WISC: Wechsler Intelligence Scale for Children (Vocabulary, Matrix Reasoning, Digit Span subtest); WJ: Woodcock-Johnson (Science subtest); WTP: Willingness-to-Pay task; Sci Know: Science Knowledge. QA: Question-asking (dark blue), L: Listening (light orange). * $p < .05$, ** $p < .01$, *** $p < .001$ uncorrected.





Supplementary Figure 4. Impact of question-asking practice on science learning is moderated by attention problems. (a) Scatterplot of the association between CBCL attention problems and science learning by condition (CBCL attention problems x condition: b = 4.13, 95% *CI* [0.08, 8.191] t (97) = 2.02, p = .046; main effect of CBCL attention problems: b = -2.23, 95% *CI* [-5.41, 0.94], t(97) = -1.40, p =.166) . (b) Raincloud plots showing the impact of question-asking practice on science learning in children with lower attention problems versus higher attention problems (visualized based on median split). Box-plots indicate the following: center line, median; box limits, upper and lower quartiles; whiskers, 1.5x interquartile range. Data points are slightly jittered to prevent overlap. CBCL: Child Behavior Checklist. The Listening group is shown in light orange and the Question Asking group is shown in dark blue.